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ABSTRACT

This report provides information on the academic progress of the 26,742 students who transferred from a Florida community college and were enrolled in one of the universities of the Florida State University System during fall 1973. It follows a similar study of community college transfers in fall 1971. Data presented are pertinent to three general areas: (1) transfer student characteristics (sex, race, age, year of university entrance, number of quarter hours transferred, present class status, county of residence, community college attended, and university attended); (2) academic performance of community college transfer students (university grade point averages, comparisons of grade point averages attained in universities by students transferring prior to or after earning 90 quarter hours or more in the community college, and grade point averages of transfer students by major and university); (3) relationship between Florida Twelfth Grade Test scores and university grade point averages of transfer students. Appended is a brief report on the academic success of students of community college origin in post-baccalaureate studies. (DC)

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ARTICULATION

DEPARTMENT OF EDUCATION

DIVISION OF COMMUNITY COLLEGES

TALLAHASSEE, FLORIDA

APRIL, 1975

This public document was promulgated at an annual cost of $558.86 or $.80 per copy to inform the interested public of the academic progress of former community college students who have transferred to Florida universities.

JC 760 039

FOREWORD

A major function of Florida's public community colleges is to provide curricula comparable to those found in the lower divisions of institutions in the university system. Consequently, the community colleges and the Division of Community Colleges are concerned about the academic progress of those students transferring to the state universities.

The Articulation Agreement (1971) between the Division of Community Colleges and the Division of Universities provides for the encouragement of research conducted cooperatively by these two divisions. The following report is the result of such a research project designed to provide information on the progress of transfer students. This study would not have been possible without the full support and cooperation of the Board of Regents and the nine universities in the State University System.

ACKNOWLEDGEMENTS

This study was conducted by the Florida Community/Junior College Inter-Institutional Research Council, Institute of Higher Education, University of Florida, under contract with the Division of Community Colleges, State Department of Education. The Director of the Division of Community Colleges and his staff provided assistance in developing the format for presentation of these data, in interpreting results, and in the preparation of this report.

Dr. A. A. Abraham, Director of Test Service Bureau, Florida A & M University (FAMU), wrote and provided the section in this report on transfer students at FAMU.

The Division of Universities of the Florida State Board of Education permitted access to its Student Data Course File, the primary data source. Also, thanks are due each university participating in the study for providing copies of its students' grade files.

Dr. John M. Nickens
Associate Director, IRC

Dr. James L. Wattenbarger
Director, IHE

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INTRODUCTION

In 1973, the Florida State Department of Education published Articulation 1973. This was a report of a comprehensive study of students enrolled in the universities of the Florida State University System who had attended Florida community colleges previously. This study, conducted by the Florida Community/Junior College Inter-Institutional Research Council (IRC) under contract through the Division of Community Colleges provided

(a) a general description of transfer student characteristics such as age, sex, major and race,

(b) a determination of the relationship of test scores and academic performance of transfer students,

(c) analyses of academic performance of community college transfer students by major and community college of origin,

(d) information on retention of transfer students in each of the universities, and

(e) numbers of transfer students in post-baccalaureate programs and their academic success.

The data base for the 1973 study included Florida community college transfer students enrolled in each university of the State University System (except FAMU) during the Fall of 1971.

The Division of Community Colleges contracted with the Institute of Higher Education, University of Florida, to conduct this study which is similar to Articulation 1973 but which uses community college transfer students enrolled in the State University System during Fall 1973 as the data base. Also, computer software necessary to produce the tables presented in this study was

included as a part of this contract to facilitate future feedback of these data to Florida Community Colleges.

At the time of this study, Florida Agricultural and Mechanical University (FAMU) had not developed its computerized reporting system to the Board of Regents and could not provide data on the same basis as the other universisites in Florida. Therefore, a separate section, prepared by Dr. A. A. Abraham of FAMU, is included as an appendix to this report.

METHOD

The Florida State Department of Education, Division of Universities, has recently implemented a management information system which includes a "Student Data Course File", a machine-processable data base built from reports submitted by the universities via magnetic tape. This data base provided the source for most of the data studied and presented in this report. However, this data base did not have grade point averages (GPA) for students. Thus it was necessary to secure a grade tape from each university and add grade point averages by matching social security numbers on the tapes with social security numbers of students in the Student Data Course File. This was accomplished by using the Mark IV Systems.

After the file was complete, the Statistical Package for the Social Sciences (SPSS) programs were used to perform the data analyses. The listing of these programs as well as examples of output are available in the Division of Community Colleges for additional information.

The Division of Universities Student Data Course File was developed as a part of its management information system. Thus the use of these data

as a source of feedback to community colleges is an extension of use for which the data were intended. The large number of cases with missing values in one or more elements may not be a problem when the data are used for the original purpose. However, a reduction in missing values will enhance the usefulness of the data as a feedback source to the community colleges. Specifically, some of the universities lose community college of origin codes from their data systems as students drop out and are readmitted. Further, when students change from undergraduate status to graduate status some universities fail to keep this data element. Thus, a breakout of data of students of community college origin will not include these students. The percent of missing codes for undergraduate students is thought to be very small, but for graduate students the percent of missing codes was so large that no meaningful system-wide inferences concerning graduate students with community college experience could be made. For this reason a section of this report, "Academic Success of Students of Community College Origin in Post-Baccalaureate Studies", has been included in Appendix B as evidence of needed effort to make the data more useful for feedback purposes.

GENERAL DESCRIPTIONS OF STUDENT CHARACTERISTICS

In the Fall of 1973, there were 26,742 undergraduate and graduate transfer students from Florida's community colleges enrolled in the State University System (SUS). This is a 36% increase over the Fall 1971 enrollment. It should be noted that two universities have opened since the 1971 study.

Table 1 shows the numbers of students by sex from Florida community colleges enrolled in eight universities. It can be observed from this table that The University of Florida (UF) had the highest percentage (22%) of the total community college transfer population. The University of South Florida (USF) had the second highest percentage (18%), and The Florida State University (FSU) had the third highest with 17%. Florida Atlantic University (FAU) and Florida International University (FIU) each had 10%. Florida Technological University (FTU) and The University of West Florida (UWF) had 9% each, and The University of North Florida (UNF) had 5%.

Female community college transfer students in the SUS comprised 39% of the total. The comparable percentage in 1971 was 36. When viewed by university, UF had the smallest percentage of its transfer students female (35%), an increase of 2% since 1971. FSU had the largest percentage (45%) of Female transfer students, an increase of 3% over 1971 figures. Other universities also had increases in the percentage of females with FTU having the greatest increase (31% to 38%).

TABLE 1

CLASSIFICATION OF FALL 1971 TRANSFER STUDENTS BY SEX AND SENIOR INSTITUTION

SEX	U F N	U F %	FSU N	FSU %	USF N	USF %	FAU N	FAU %	FTU N	FTU %	UWF N	UWF %	SUS N	SUS %
Female	1496	34	1493	42	1584	35	1205	37	454	31	854	36	7086	36
Male	2830	66	2019	57	3000	65	2065	63	1015	69	1500	64	12429	64
Unclassified	0	0	5	0	1	0	0	0	0	0	0	0	6	0
Total	4326	22	3517	18	4585	23	3270	17	1469	8	2354	12	19521	100

CLASSIFICATION OF FALL 1973 TRANSFER STUDENTS BY SEX AND SENIOR INSTITUTION

SEX	U F N	U F %	FSU N	FSU %	USF N	USF %	FAU N	FAU %	FTU N	FTU %	UWF N	UWF %	FIU N	FIU %	UNF N	UNF %	SUS N	SUS %
Female	2067	35	2047	45	1842	38	1131	41	766	38	977	39	1081	41	572	39	10483	39
Male	3753	64	2467	54	3058	62	1646	59	1268	62	1488	59	1577	59	896	61	16153	60
Unclassified	24	1	27	1	4	0	4	0	2	0	44	2	1	0	0	0	106	1
Total	5844	22	4541	17	4904	18	2781	10	2036	9	2509	9	2659	10	1468	5	26742	100

TABLE 2
CLASSIFICATION OF TRANSFER STUDENTS BY RACE AND SENIOR INSTITUTION

RACE	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
INDIAN	2	0.0	2	0.0	5	0.1	1	0.0	2	0.1	8	0.3	6	0.2	3	0.2	29	0.1
BLACK	164	2.8	246	5.4	197	4.0	151	5.4	75	3.7	125	5.0	175	6.6	97	6.6	1230	4.6
ORIENTAL	34	0.6			20	0.4			2	0.1	6	0.2	6	0.2	5	0.3	73	0.3
OTHER	5160	88.3	4242	93.4	4555	92.9	2521	90.7	1951	95.8	2312	92.1	2211	83.2	1357	92.4	24309	90.9
SPANISH	115	2.0	24	0.5	123	2.5	104	3.7	4	0.2	14	0.6	261	9.8	6	0.4	651	2.4
UNCLASS	369	6.3	27	0.6	4	0.1	4	0.1	2	0.1	44	1.8	0	0.0	0	0.0	450	1.7
TOTAL	5844	100.0	4541	100.0	4904	100.0	2781	100.0	2036	100.0	2509	100.0	2659	100.0	1468	100.0	26742	100.0

Table 2 shows the number of transfer students by race at each of the eight universities. Black students accounted for 4.6% of the total community college transfer population and 2.4% of the total were classified as Spanish. The numbers of Indian and Oriental transfer students were 29 (.1%) and 73 (.3%), respectively.

FSU had the largest number of black transfer students (246) of the eight universities, but of its total transfer students this was a lower percentage (5.1%) than that of FIU and UNF (6.6% each).

Since the racial data for the 1971 study were not reliable, these data were not compared to the 1973 data.

Table 3 shows the numbers of community college transfer students by age and university. It can be observed that the modal age is 21 for the SUS as a whole, as well as for each university. The median age is between 21 and 22, the same as it was in 1971. It can also be observed that there continued to be a large number of community college transfer students considerable older than the mode.

The mean age of all community college transfer students was 25 years and except for the UF and FSU there was little variance among universities. UF and FSU had mean ages of 23 and 22 years, respectively.

Table 4 shows the year of first entry to each university of its enrolled community college transfer students.

It can be observed that numerous students first enrolled several years prior to Fall 1973. This enrollment pattern, particularly apparent at UF and USF, has been noted in community colleges. Perhaps, as in community colleges, many of these students work while attending college thus prolonging their attendance.

TABLE 3
CLASSIFICATION OF TRANSFER STUDENTS BY AGE AND SENIOR INSTITUTION

	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
AGE	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Below 18	12	0.2	3	0.1	5	0.1	1	0.0	0	0.0	0	0.0	1	0.0	0	0.0	22	0.0
18	162	2.8	78	1.7	57	1.2	2	0.1	20	1.0	1	0.0	1	0.0	0	0.0	321	1.2
19	277	4.7	244	5.4	218	4.4	39	1.4	45	2.2	24	1.0	49	1.8	14	1.0	910	3.4
20	1128	19.3	1066	23.5	738	15.0	282	10.1	227	11.1	330	13.2	338	12.7	131	8.9	4240	15.9
21	1394	23.9	1196	26.3	1005	20.5	474	17.0	331	16.3	477	19.0	377	14.2	193	13.1	5447	20.4
22	951	16.3	629	13.9	577	11.8	336	12.1	220	10.8	248	9.9	244	9.2	133	9.1	3338	12.5
23	451	7.7	299	6.6	329	6.7	232	8.3	147	7.2	139	5.5	164	6.2	86	5.9	1847	6.9
24	315	5.4	208	4.6	284	5.8	172	6.2	121	5.9	116	4.6	170	6.4	92	6.3	1478	5.6
25	277	4.7	214	4.7	267	5.4	169	6.1	135	6.6	148	5.9	163	6.1	112	7.6	1485	5.6
26	236	4.0	183	4.0	312	6.4	186	6.7	127	6.2	156	6.2	167	6.3	116	7.9	1483	5.5
27	161	2.8	117	2.6	204	4.2	164	5.9	108	5.3	95	3.8	148	5.6	86	5.9	1083	4.1
28	93	1.6	62	1.4	142	2.9	113	4.1	70	3.4	81	3.2	93	3.5	54	3.7	708	2.7
29	69	1.2	41	0.9	116	2.4	78	2.8	58	2.8	48	1.9	86	3.2	47	3.2	543	2.0
30	46	0.8	31	0.7	85	1.7	69	2.5	45	2.2	53	2.1	68	2.6	38	2.6	435	1.6
31	39	0.7	22	0.5	64	1.3	54	1.9	44	2.2	58	2.3	59	2.2	31	2.1	371	1.4
32	27	0.5	26	0.6	69	1.4	47	1.7	26	1.3	41	1.6	47	1.8	27	1.8	310	1.2
33	31	0.5	12	0.3	41	0.8	41	1.5	24	1.2	39	1.6	44	1.7	32	2.2	264	1.0
34	22	0.4	15	0.3	43	0.9	43	1.5	29	1.4	35	1.4	54	2.0	22	1.5	263	1.0
35	25	0.4	7	0.2	32	0.7	33	1.2	25	1.2	37	1.5	44	1.7	20	1.4	223	0.8
36	10	0.2	9	0.2	24	0.5	25	0.9	33	1.6	37	1.5	29	1.1	21	1.4	188	0.7
37	8	0.1	5	0.1	25	0.5	20	0.7	23	1.1	23	0.9	26	1.0	12	0.8	142	0.5
38	7	0.1	6	0.1	23	0.5	23	0.8	17	0.8	25	1.0	31	1.2	17	1.2	149	0.6
39	5	0.1	6	0.1	35	0.7	12	0.4	20	1.0	22	0.9	24	0.9	14	1.0	138	0.5
40	10	0.2	5	0.1	13	0.3	19	0.7	11	0.5	18	0.7	17	0.6	11	0.7	104	0.4
41	9	0.2	1	0.0	15	0.3	14	0.5	21	1.0	15	0.6	17	0.6	11	0.7	103	0.4
42	9	0.2	6	0.1	18	0.4	12	0.4	15	0.7	15	0.6	23	0.9	16	1.1	114	0.4
43	1	0.0	1	0.0	19	0.4	12	0.4	8	0.4	24	1.0	20	0.8	14	1.0	99	0.4
44	5	0.1	2	0.0	15	0.3	13	0.5	8	0.4	20	0.8	16	0.6	14	1.0	93	0.3
45	4	0.1	4	0.1	13	0.3	10	0.4	9	0.4	11	0.4	15	0.6	11	0.7	77	0.3
46	2	0.0	2	0.0	18	0.4	12	0.4	11	0.5	6	0.2	18	0.7	10	0.7	79	0.3
47	6	0.1	2	0.0	9	0.2	8	0.3	9	0.4	12	0.5	14	0.5	9	0.6	69	0.3
48	4	0.1	1	0.0	10	0.2	9	0.3	10	0.5	11	0.4	13	0.5	9	0.6	67	0.3
49	1	0.0	2	0.0	10	0.2	8	0.3	5	0.2	8	0.3	10	0.4	12	0.8	56	0.2
Above 49	17	0.2	9	1.2	48	1.0	43	1.5	31	1.5	70	2.8	54	2.1	51	3.5	323	1.2
Mean Age	23		22		26		26		26		26		27		28		25	
Unclass.	30	0.5	27	0.6	21	0.4	6	0.2	3	0.1	66	2.7	15	0.6	2	0.1	170	0.7
TOTAL	5844	23	4541	22	4904	30	2781	26	2036	26	2509	27	2659	29	1468	28	26742	24

TABLE 4
CLASSIFICATION OF TRANSFER STUDENTS BY YEAR OF ENTRY AND SENIOR INSTITUTION

YEAR OF ENTRY	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1950	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
1955	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
1956	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
1957	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0
1958	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0
1959	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
1960	4	0.1	0	0.0	6	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	0.0
1961	3	0.1	0	0.0	5	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	0.0
1962	3	0.1	0	0.0	6	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	9	0.0
1963	6	0.1	1	0.0	18	0.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	25	0.1
1964	3	0.1	0	0.0	27	0.6	10	0.4	0	0.0	0	0.0	0	0.0	0	0.0	40	0.1
1965	8	0.1	0	0.0	34	0.7	14	0.5	0	0.0	0	0.0	0	0.0	0	0.0	56	0.2
1966	9	0.2	2	0.0	15	0.3	38	1.4	0	0.0	0	0.0	0	0.0	0	0.0	64	0.2
1967	24	0.4	0	0.0	27	0.6	54	1.9	0	0.0	29	1.2	0	0.0	0	0.0	134	0.5
1968	65	1.1	0	0.0	46	0.9	67	2.4	40	2.0	33	1.3	0	0.0	0	0.0	211	0.8
1969	127	2.2	5	0.1	82	1.7	86	3.1	85	4.2	38	1.5	0	0.0	0	0.0	378	1.4
1970	258	4.4	17	0.4	248	5.1	146	5.2	148	7.3	71	2.8	0	0.0	0	0.0	825	3.1
1971	777	13.3	336	7.4	497	10.1	398	14.3	327	16.1	233	9.3	0	0.0	0	0.0	2389	8.9
1972	1697	29.0	1366	30.1	1648	33.6	796	28.6	800	39.3	851	33.9	1107	41.6	640	43.6	8432	31.5
1973	2772	47.4	2787	61.4	2240	45.7	1167	42.0	634	31.1	1198	47.7	1552	58.4	828	56.4	13344	49.9
UNCLASS	80	1.4	27	0.6	5	0.1	5	0.1	2	0.1	56	2.3	0	0.0	0	0.0	809	3.0
TOTAL	5844		4541		4904		2781		2036		2509		2659		1468		26740	100.0

Numbers of students by quarter hours transferred to each university are shown in Table 5. The majority of community college transfer students who entered the SUS brought between 90 and 104 quarter hours of acceptable credit. This suggests that most have completed their associate degree and thus meets the conditions for transferring under the state's articulation plan.

The large numbers of unclassified students in some of the universities may be due to the failure of the universities to evaluate these students' credits by the time of reporting these data to the SUS.

In 1971, 80% of FTU's community college transfer students had less than 90 credits accepted from the community college. It was suggested that this large percentage resulted from the institution's opening with a lower division in 1971, which attracted community college students in the area prior to the normal transfer level of 90 credits. This suggestion could not be verified by 1973 data since the majority of FTU's transfer students were unclassified due to missing data.

Table 6 shows the totals of numbers of quarter hours of accepted community college credits and credits earned in the universities. It was of interest to note from this table the number of transfer students who amassed credits in excess of the minimum required for the baccalaureate degree. Approximately 180 credit hours are usually required for graduation from the universities depending on whether physical education credits are counted. The SUS had a decrease in the percentage of community college transfer students exceeding the usual graduation requirement from 13% in 1971 to 10% in 1973.

TABLE 5
CLASSIFICATION OF TRANSFER STUDENTS BY QUARTER HOURS OF CREDIT TRANSFERRED AND UNIVERSITY

	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
CREDITS	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0- 14	58	1.0	84	1.8	171	3.5	11	0.4	67	3.3	3	0.1	2	0.1	3	0.2	399	1.5
15- 29	84	1.4	60	1.3	78	1.6	10	0.4	69	3.4	1	0.0	2	0.1	1	0.1	305	1.1
30- 44	100	1.7	94	2.1	95	1.9	18	0.6	56	2.8	0	0.0	1	0.0	1	0.1	365	1.4
45- 59	202	3.5	138	3.0	124	2.5	34	1.2	45	2.2	0	0.0	3	0.1	5	0.3	551	2.1
60- 74	135	2.3	83	1.8	93	1.9	38	1.4	56	2.8	2	0.1	5	0.2	9	0.6	421	1.6
75- 89	342	5.9	518	11.4	147	3.0	429	15.4	38	1.9	157	6.3	42	1.6	68	4.6	1741	6.5
90-104	2491	42.6	2587	57.0	2303	47.0	1545	55.6	48	2.4	1383	55.1	894	33.6	640	43.6	11891	44.5
105-119	26	0.4	153	3.4	26	0.5	348	12.5	24	1.2	389	15.5	80	3.0	223	15.2	1269	4.7
120-134	13	0.2	37	0.8	7	0.1	144	5.2	26	1.3	113	4.5	30	1.1	91	6.2	461	1.7
135-149	4	0.1	29	0.6	18	0.4	60	2.2	23	1.1	59	2.4	8	0.3	50	3.4	251	0.9
150-164	0	0.0	3	0.1	2	0.0	24	0.9	28	1.4	25	1.0	5	0.2	30	2.0	117	0.4
165-179	0	0.0	2	0.0	1	0.0	13	0.5	21	1.0	10	0.4	2	0.1	10	0.7	59	0.2
180-194	0	0.0	2	0.0	2	0.0	8	0.3	34	1.7	5	0.2	2	0.1	10	0.7	63	0.3
195-209	0	0.0	1	0.0	2	0.0	4	0.1	21	1.0	2	0.1	1	0.0	5	0.3	36	0.1
UNCLASS	2389	40.9	750	16.7	1835	37.6	95	3.3	1480	72.5	350	14.3	1582	59.5	322	22.0	8813	33.0
TOTAL	5844		4541		4904		2781		2036		2509		2659		1468		26742	100.0

TABLE 6
CLASSIFICATION OF TRANSFER STUDENTS BY TOTAL QUARTER HOURS OF CREDIT AND UNIVERSITY

	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
CREDIT	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0- 14	38	0.7	44	1.0	31	0.6	13	0.5	30	1.5	35	1.4			131	8.9	322	1.2
15- 29	34	0.6	35	0.8	49	1.0	9	0.3	34	1.7	34	1.4			205	14.0	400	1.5
30- 44	71	1.2	59	1.3	76	1.5	18	0.6	45	2.2	31	1.2			247	16.8	547	2.0
45- 59	68	1.2	93	2.0	72	1.5	30	1.1	33	1.6	40	1.6			274	18.7	610	2.3
60- 74	65	1.1	47	1.0	80	1.6	21	0.8	21	1.0	17	0.7			96	6.5	347	1.3
75- 89	107	1.8	92	2.0	98	2.0	138	5.0	32	1.6	42	1.7			10	0.7	519	1.9
90-104	262	4.5	1152	25.4	313	6.4	504	18.1	35	1.7	425	16.9					2691	10.1
105-119	468	8.0	319	7.0	424	8.6	243	8.7	30	1.5	237	9.4					1721	6.4
120-134	583	10.0	598	13.2	627	12.8	282	10.1	31	1.5	244	9.7					2365	8.8
135-149	856	14.6	728	16.0	723	14.7	351	12.6	26	1.3	358	14.3					3042	11.4
150-164	425	7.3	285	6.3	347	7.1	302	10.9	31	1.5	280	11.2					1670	6.2
165-179	323	5.5	230	5.1	274	5.6	231	8.3	27	1.3	200	8.0					1285	4.8
180-194	236	4.0	112	2.5	112	2.3	220	7.9	29	1.4	135	5.4					844	3.2
195-209	88	1.5	23	0.5	38	0.8	116	4.2	19	0.9	78	3.1					362	1.4
210-224	24	0.4	11	0.2	14	0.3	86	3.1	21	1.0	67	2.7					223	0.8
225-239	23	0.4	2	0.0	7	0.1	49	1.8	36	1.8	49	2.0					166	0.6
240-254	8	0.1	6	0.1	0	0.0	45	1.6	37	1.8	26	1.0					122	0.5
255-269	0	0.0	0	0.0	1	0.0	17	0.6	30	1.5	7	0.3					55	0.2
270-284	2	0.0	0	0.0	2	0.0	17	0.6	32	1.6	6	0.2					59	0.2
285-299	0	0.0	0	0.0	0	0.0	6	0.2	31	1.5	1	0.0					38	0.1
300-314	0	0.0	0	0.0	0	0.0	6	0.2	20	1.0	2	0.1					28	0.1
315-329	0	0.0	0	0.0	0	0.0	3	0.1	28	1.4	0	0.0					31	0.1
330-344	0	0.0	0	0.0	0	0.0	1	0.0	33	1.6	1	0.0					35	0.1
345-359	0	0.0	0	0.0	0	0.0	1	0.0	28	1.4	0	0.0					29	0.1
360 & up	0	0.0	0	0.0	0	0.0	1	0.0	0.0	0.0	5	0.2					6	0.0
UNCLASS	2163	37.1	705	15.6	1616	33.1	71	2.7	1317	64.7	189	7.5	2659	100.0	505	34.4	9225	34.5
TOTAL	5844	100.0	4541	100.0	4904	100.0	2781	100.0	2036	100.0	2509	100.0	2659	100.0	1468	100.0	26742	100.0

Table 7 shows the student class standing assigned the community college transfer students by the universities on completion of the Fall 1973 term. While the freshman, sophomore, junior, and senior categories reflect fairly accurate data, the other categories are less complete due to loss of data by universities when students drop out and are readmitted. USF and UNF were the only universities where the numbers of transfer students with graduate status in the student class field were consistant with that reported in the beginning and advanced graduate field (see Table B-1).

The number of juniors of community college origin in SUS increased from 8,527 in 1971 to 11,723 in 1973, while the number of seniors declined from 8,344 in 1971 to 8,052 in 1973.

Table 8 indicates the counties of origin of community college transfer students for each university. The tendency noted in 1971 for transfer students from community colleges to enroll in senior institutions located nearest their homes continued in 1973. This can be observed in these data by totaling the number of community college transfers attending the university located nearest to their county and comparing it to the number attending other universities in the state system. For example, 75% of the SUS transfer population from Alachua, Bradford, Union, Gilchrist, Dixie, Levy, Marion, Putnam, Clay, Sumter, and Lake counties attended UF. Approximately 60% of the total SUS community college transfer population from Hillsborough, Pinellas, Manatee, Sarasota, Hardee, Polk, and Citrus counties were enrolled in USF. Eighty percent of the SUS transfer population from Escambia, Santa Rosa, and Okaloosa counties were enrolled at UWF. Again, 74% of SUS transfer population from Leon, Wakulla, Jefferson, Madison, Taylor, Hamilton, Suwannee, Lafayette, Liberty,

TABLE 7
CLASSIFICATION OF TRANSFER STUDENTS BY CLASS STATUS AND UNIVERSITY

Student Status	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Freshman	244	4.2	136	3.0	240	4.9	0	0.0	294	14.4	0	0.0	0	0.0	0	0.0	914	3.4
Sophomore	381	6.5	321	7.1	417	8.5	38	1.4	117	5.7	0	0.0	0	0.0	0	0.0	1274	4.8
Junior	2930	50.1	2360	52.0	2532	51.6	1305	46.9	758	37.2	1082	43.1	0	0.0	756	51.5	11723	43.8
Senior	1815	31.1	1617	35.6	1590	32.4	1078	38.8	318	15.6	1013	40.3	0	0.0	621	42.3	8052	30.7
Five-Year Program	169	2.9	3	0.1	24	0.5	0	0.0	503	24.7	0	0.0	0	0.0	24	1.6	723	2.7
Second Bachelors	63	1.1	50	1.1	50	1.0	151	5.4	44	2.2	0	0.0	0	0.0	13	0.9	371	1.4
Graduate	208	3.6	13	0.3	0	0.0	190	6.8	0	0.0	200	7.9	0	0.0	0	0.0	611	2.3
Unclass	34	0.6	41	0.9	51	1.0	19	0.7	2	0.1	214	8.5	2659	100.0	54	3.7	3074	11.5
Total	5844		4541		4904		2781		2036		2509		2659		1468		26742	100.0

TABLE 8
CLASSIFICATION OF COMMUNITY COLLEGE TRANSFER STUDENTS BY COUNTY AND UNIVERSITY

COUNTY	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ALAC	1300	22.2	46	1.0	26	0.5	1	0.0	3	0.1	7	0.3	6	0.2	9	0.6	1398	5.2
BAK	9	0.2	2	0.0	2	0.0	0	0.0	0	0.0	2	0.1	0	0.0	8	0.5	23	0.1
BAY	61	1.0	138	3.0	5	0.1	4	0.1	0	0.0	189	7.5	0	0.0	0	0.0	397	1.5
BRAD	31	0.5	3	0.1	4	0.1	3	0.1	0	0.0	1	0.0	0	0.0	3	0.2	45	0.2
BREV	217	3.7	213	4.7	134	2.7	37	1.3	444	21.8	6	0.2	3	0.1	1	0.1	1055	3.9
BROW	433	7.4	256	5.6	169	3.4	1105	39.7	3	0.1	12	0.5	153	5.8	1	0.1	2132	8.0
CALH	11	0.2	26	0.6	0	0.0	0	0.0	0	0.0	10	0.4	0	0.0	0	0.0	47	0.2
CHAR	6	0.1	3	0.1	6	0.1	3	0.1	0	0.0	0	0.0	0	0.0	0	0.0	18	0.1
CITR	11	0.2	10	0.2	14	0.3	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	36	0.1
CLAY	46	0.8	22	0.5	4	0.1	0	0.0	2	0.1	1	0.0	0	0.0	79	5.4	154	0.6
COLL	5	0.1	15	0.3	22	0.4	6	0.2	1	0.0	3	0.1	2	0.1	0	0.0	54	0.2
COLU	53	0.9	19	0.4	3	0.1	3	0.1	1	0.0	16	0.6	0	0.0	8	0.5	103	0.4
DADE	1035	17.7	615	13.5	404	8.2	283	10.2	13	0.6	33	1.3	1984	74.6	3	0.2	4370	16.3
DESO	9	0.2	1	0.0	3	0.1	2	0.1	0	0.0	1	0.0	0	0.0	0	0.0	16	0.1
DIXI	10	0.2	1	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0	12	0.0
DUVA	299	5.1	295	6.5	79	1.6	13	0.5	4	0.2	14	0.6	3	0.1	1221	83.2	1928	7.2
ESCA	96	1.6	84	1.8	14	0.3	3	0.1	0	0.0	1287	51.3	0	0.0	2	0.1	1486	5.6
FLAG	4	0.1	2	0.0	0	0.0	0	0.0	2	0.1	0	0.0	0	0.0	0	0.0	8	0.0
FRAN	1	0.0	6	0.1	0	0.0	0	0.0	0	0.0	4	0.2	0	0.0	0	0.0	11	0.0
GADS	5	0.1	46	1.0	0	0.0	0	0.0	0	0.0	8	0.3	0	0.0	0	0.0	59	0.2
GILC	7	0.1	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	0.0
GLAD	1	0.0	0	0.0	1	0.0	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	4	0.0
GULF	3	0.1	14	0.3	0	0.0	0	0.0	0	0.0	9	0.4	0	0.0	0	0.0	26	0.1
HAMI	2	0.0	5	0.1	0	0.0	1	0.0	0	0.0	1	0.0	0	0.0	0	0.0	99	0.0
HARD	13	0.2	1	0.0	17	0.3	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	32	0.1
HEND	7	0.1	0	0.0	0	0.0	3	0.1	1	0.0	0	0.0	0	0.0	0	0.0	11	0.0
HERN	4	0.1	2	0.0	8	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	14	0.1
HIGH	19	0.3	17	0.4	22	0.4	4	0.1	2	0.1	1	0.0	0	0.0	0	0.0	65	0.2
HILL	63	1.1	79	1.7	1300	26.5	3	0.1	3	0.1	6	0.2	1	0.0	1	0.1	1456	5.4
HOLM	14	0.2	12	0.3	1	0.0	1	0.0	0	0.0	18	0.7	0	0.0	0	0.0	46	0.2
INDI	27	0.5	21	0.5	15	0.3	27	1.0	7	0.3	2	0.1	0	0.0	0	0.0	99	0.4
JACK	23	0.4	94	2.1	3	0.1	2	0.1	0	0.0	75	3.0	0	0.0	1	0.1	198	0.7

TABLE 8 (Continued)
CLASSIFICATION OF COMMUNITY COLLEGE TRANSFER STUDENTS BY COUNTY AND UNIVERSITY

COUNTY	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
JEFF	3	0.1	20	0.4	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	24	0.1
LAFA	5	0.1	5	0.1	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0	11	0.0
LAKE	67	1.1	54	1.2	18	0.4	3	0.1	41	2.0	6	0.2	0	0.0	1	0.1	190	0.7
LEE	83	1.4	77	1.7	113	2.3	23	0.8	3	0.1	12	0.5	4	0.2	1	0.1	316	1.2
LEON	19	0.3	701	15.4	7	0.1	1	0.0	0	0.0	5	0.2	1	0.0	2	0.1	737	2.8
LEVY	19	0.3	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	21	0.1
LIBE	5	0.1	14	0.3	0	0.0	0	0.0	0	0.0	2	0.1	0	0.0	0	0.0	21	0.1
LUCY	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	1	0.0
MADI	19	0.3	45	1.0	1	0.0	2	0.1	0	0.0	3	0.1	0	0.0	2	0.1	72	0.3
MANA	58	1.0	78	1.7	133	2.7	4	0.1	2	0.1	8	0.3	3	0.1	0	0.0	286	1.1
MARI	147	2.5	62	1.4	20	0.4	6	0.2	17	0.8	15	0.6	0	0.0	9	0.6	276	1.0
MART	22	0.4	16	0.4	9	0.2	31	1.1	0	0.0	0	0.0	0	0.0	1	0.1	79	0.3
MONR	34	0.6	23	0.5	31	0.6	11	0.4	0	0.0	1	0.0	9	0.3	2	0.1	111	0.4
NASS	11	0.2	10	0.2	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0	19	1.3	42	0.2
NON-	9	0.2	49	1.1	41	0.8	22	0.8	5	0.2	36	1.4	27	1.0	4	0.3	193	0.7
OKAL	69	1.2	112	2.5	14	0.3	0	0.0	2	0.1	290	11.6	0	0.0	1	0.1	488	1.8
OKEE	8	0.1	4	0.1	4	0.1	7	0.3	1	0.0	1	0.0	0	0.0	0	0.0	25	0.1
ORAN	102	1.7	126	2.8	78	1.6	11	0.4	834	41.0	8	0.3	1	0.0	2	0.1	1162	4.3
OSCE	8	0.1	6	0.1	2	0.0	0	0.0	26	1.3	0	0.0	0	0.0	0	0.0	42	0.2
PALM	300	5.1	196	4.3	75	1.5	901	32.4	10	0.5	1	0.0	6	0.2	0	0.0	1489	5.6
PASC	16	0.3	6	0.1	64	1.3	1	0.0	2	0.1	2	0.1	0	0.0	0	0.0	91	0.3
PINE	316	5.4	281	6.2	1323	27.0	26	0.9	16	0.8	28	1.1	4	0.2	2	0.1	1996	7.5
POLK	152	2.6	105	2.3	296	6.0	10	0.4	22	1.1	10	0.4	1	0.0	5	0.3	601	2.2
PUTN	79	1.4	29	0.6	6	0.1	3	0.1	1	0.0	0	0.0	0	0.0	24	1.6	142	0.5
RUSS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	1	0.0
SANT	16	0.3	22	0.5	2	0.0	0	0.0	1	0.0	196	7.8	0	0.0	1	0.1	238	0.9
SARA	47	0.8	59	1.3	128	2.6	10	0.4	5	0.2	6	0.2	0	0.0	0	0.0	255	1.0
SEMI	54	0.9	46	1.0	22	0.4	3	0.1	275	13.5	1	0.0	0	0.0	5	0.3	406	1.5
ST. J.	28	0.5	30	0.7	2	0.0	1	0.0	1	0.0	2	0.1	0	0.0	35	2.4	99	0.4
ST. L.	64	1.1	29	0.6	10	0.2	32	1.2	5	0.2	1	0.0	0	0.0	0	0.0	141	0.5
SUMT	17	0.3	4	0.1	11	0.2	0	0.0	3	0.1	2	0.1	0	0.0	0	0.0	37	0.1
SUWA	22	0.4	19	0.4	0	0.0	2	0.1	1	0.0	4	0.2	0	0.0	2	0.1	50	0.2
TAYL	12	0.2	38	0.8	0	0.0	0	0.0	0	0.0	2	0.1	0	0.0	0	0.0	52	0.2
UNION	17	0.3	2	0.0	2	0.0	0	0.0	0	0.0	2	0.1	0	0.0	0	0.0	23	0.1

TABLE 8 (Continued)
CLASSIFICATION OF COMMUNITY COLLEGE TRANSFER STUDENTS BY COUNTY AND UNIVERSITY

	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
COUNTY	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
VOLU	122	2.1	85	1.9	72	1.5	12	0.4	232	11.4	9	0.4	2	0.1	3	0.2	537	2.0
WAKU	1	0.0	7	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	0.0
WALT	7	0.1	10	0.2	1	0.0	0	0.0	0	0.0	46	1.8	0	0.0	0	0.0	64	0.2
WASH	11	0.2	12	0.3	0	0.0	1	0.0	0	0.0	29	1.2	0	0.0	0	0.0	53	0.2
UNCLASS	49	0.8	108	2.4	160	3.3	150	5.4	45	2.2	73	2.9	447	16.8	10	0.7	1042	3.9
TOTAL	5844	100.0	4541	100.0	4904	100.0	2781	100.0	2036	100.0	2509	100.0	2659	100.0	1468	100.0	26742	100.0

TABLE 9
CLASSIFICATION OF TRANSFER STUDENTS BY COMMUNITY COLLEGE AND UNIVERSITY

COMM. COLLEGE	U F N	U F %	FSU N	FSU %	USF N	USF %	FAU N	FAU %	FTU N	FTU %	UWF N	UWF %	FIU N	FIU %	UNF N	UNF %	SUS N	SUS %
BRE CC	234	4.0	225	5.0	149	3.0	54	1.9	498	24.5	18	0.7	3	0.1	5	0.3	1186	4.4
BRO CC	400	6.8	230	5.1	139	2.8	963	34.6	8	0.4	13	0.5	106	4.0	2	0.1	1861	7.0
CFCC	180	3.1	72	1.6	42	0.9	10	0.4	24	1.2	21	0.8	0	0.0	12	0.8	361	1.3
CJC	80	1.4	202	4.4	4	0.1	4	0.1	6	0.3	165	6.6	0	0.0	2	0.1	463	1.7
DBCC	139	2.4	98	2.2	80	1.6	29	1.0	249	12.2	10	0.4	3	0.1	10	0.7	618	2.3
ECC	101	1.7	98	2.2	140	2.9	50	1.8	8	0.4	22	0.9	6	0.2	1	0.1	426	1.6
FJC	299	5.1	242	5.3	85	1.7	20	0.7	22	1.1	17	0.7	6	0.2	1224	83.4	1915	7.2
FKCC	30	0.5	22	0.5	28	0.6	19	0.7	5	0.2	9	0.4	6	0.2	5	0.3	124	0.5
GCCC	67	1.1	162	3.6	10	0.2	3	0.1	4	0.2	263	10.5	0	0.0	1	0.1	510	1.9
HCC	18	0.3	39	0.9	978	19.9	5	0.2	0	0.0	1	0.0	0	0.0	0	0.0	1041	3.9
IRCC	124	2.1	61	1.3	44	0.9	97	3.5	20	1.0	11	0.4	2	0.1	3	0.2	362	1.4
LCCC	122	2.1	44	1.0	15	0.3	5	0.2	8	0.4	34	1.4	2	0.1	24	1.6	254	0.9
LSCC	83	1.4	60	1.3	33	0.7	5	0.2	52	2.6	7	0.3	4	0.2	3	0.2	247	0.9
MJC	112	1.9	137	3.0	274	5.6	23	0.8	13	0.6	25	1.0	6	0.2	0	0.0	590	2.2
MDCC	1181	20.2	713	15.7	521	10.6	534	19.2	48	2.4	59	2.4	2463	92.6	5	0.3	5524	20.7
NFJC	89	1.5	208	4.6	10	0.2	7	0.3	8	0.4	16	0.6	0	0.0	25	1.7	363	1.4
OWJC	81	1.4	112	2.5	17	0.3	2	0.1	2	0.1	363	14.5	0	0.0	2	0.1	579	2.2
PBJC	354	6.1	203	4.5	89	1.8	812	29.2	27	1.3	1	0.0	13	0.5	5	0.3	1504	5.6
PJC	132	2.3	136	3.0	23	0.5	10	0.4	11	0.5	1356	54.0	0	0.0	7	0.5	1675	6.3
POLK CC	170	2.9	100	2.2	314	6.4	12	0.4	40	2.0	13	0.5	2	0.1	5	0.3	656	2.5
SFCC	1069	18.3	93	2.0	87	1.8	23	0.8	17	0.8	13	0.5	18	0.7	30	2.0	1350	5.0
SJC	96	1.6	87	1.9	48	1.0	7	0.3	423	20.8	8	0.3	0	0.0	7	0.5	676	2.5
SFJC	26	0.4	19	0.4	41	0.8	9	0.3	5	0.2	4	0.2	0	0.0	0	0.0	104	0.4
SJRJC	157	2.7	80	1.8	14	0.3	14	0.5	10	0.5	8	0.3	1	0.0	75	5.1	359	1.3
SPJC	401	6.9	338	7.4	1658	33.8	52	1.9	26	1.3	35	1.4	13	0.5	6	0.4	2529	9.5
TCC	32	0.5	672	14.8	14	0.3	3	0.1	5	0.2	8	0.3	2	0.1	3	0.2	739	2.8
VCC	67	1.1	88	1.9	47	1.0	9	0.3	497	24.4	9	0.4	3	0.1	6	0.4	726	2.7
UNCLASS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	5844		4541		4904		2781		2036		2509		2659		1468		26742	100.0

Calhoun, Jackson, and Gadsden counties attended FSU. The trend also held for FAU, where 52% of the SUS transfer population from Palm Beach, Martin, St. Lucie, Indian River, Broward, Okeechobee, Henry and Collier counties were enrolled. FTU was selected by 48% of the SUS transfer population of Brevard, Orange, Seminole, Osceola, Polk, Lake, and Volusia counties. Sixty-one percent of the SUS transfer population from Duval, Nassau, Clay, St. Johns, and Baker counties enrolled at UNF. The lowest percentage was observed at FIU where only 38% of the SUS total community college transfer population was from Dade and Broward counties. Nearly 50% of the total SUS transfer population of Dade County selected a university outside of their county.

Table 9 shows the number of transfer students by community college of origin for each university. From the table, it can be determined that each university of the SUS tends to attract more students from nearby community colleges than from others.

Of the 27 community colleges represented in the data, 17 had transfer students in all of the 8 universities. However, the numbers of students varied considerably with the nearer universities receiving the larger proportions. For example, Hillsborough Community College (HCC) had 978 of their 1,041 enrolled transfer students (94%) enrolled at USF. On the other hand, Florida Keys Community College (FKCC), Lake City Community College (LCCC), and Edison Community College (ECC) transfer students were so widely dispersed that no definite preference pattern was obvious. Thus a prominent factor in choosing a university is the proximity of the university.

The largest percentage of UF's transfer students were from Miami-Dade Community College (MDCC) and Santa Fe Community College (SFCC). FSU's

largest percentage came from Miami-Dade Community College (MDCC) and Tallahassee Community College (TCC). USF drew its largest percentage from St. Petersburg Junior College (SPJC). Broward Community College (BRO CC), MDCC, and Palm Beach Junior College (PBJC) comprised the largest percentages of the transfer students at FAU. FTU drew most of its transfer students from four community colleges - - Brevard Community College (BRE CC), Daytona Beach Community College (DBCC), Seminole Junior College (SJC), and Valencia Community College (VCC). At UWF, 54% of the community college transfer students came from Pensacola Junior College (PJC). The largest source of transfer students at any one university was the FIU's 92.6% received from MDCC. At UNF, 83.4% of the transfer students were from Florida Junior College (FJC). These percentages tended to be high when both the university and the community college were in the same county.

ACADEMIC PERFORMANCE OF COMMUNITY COLLEGE TRANSFER STUDENTS

Table 10 shows the Fall 1973 cumulative grade point averages attained by students who transferred from community colleges to the state universities. At all Florida universities, students who maintain a 2.00 of higher grade point average are considered to be in good academic standing. In 1971, 84% of the transfer students of community college origin had grade point averages of 2.00 or higher. In 1973, there was an increase in this group as 86% of the transfer students had 2.00 or higher grade point averages.

The percentage of students who had less than a 2.00 average varied across universities. UF had the highest percentage (19.6%) of such students. FTU ranked second with 15.8%, FSU third with 13.8%, and UNF a close fourth with 13.1%. USF and FAU had 11 and 9.9 percent respectively. UWF had the lowest percentage (4.9%) of any of these universities.

Table 11 indicated university grade point averages attained by students transferring prior to earning 90 quarter hours (prior group) and students transferring after earning 90 quarter hours or more (after group). These figures are of particular interest since students who transfer prior to earning 90 quarter hours, typically are required to have a score of 300 or higher on the Florida Twelfth Grade Placement Test while students reaching junior standing or attaining the A.A. degree may be admitted without reference to their Florida Twelfth Grade Test scores.

In the case of the SUS, the mean grade point averages (GPA) attained by the prior group and after group were very similar (2.69 and 2.79, respectively). This may be surprising in view of the additional screening of students who transfer prior to earning 90 quarter hour credits.

There was very little variance in these comparisons in the SUS among community colleges of origin. Also, comparisons of these GPA's showed little variance among universities.

Table 12 shows means of GPA's of community college transfer students by community college of origin and by university. In viewing these data, one should bear in mind that numerous variables relate to the achievement of transfer students in the university other than their lower division preparation. These variables include such things as whether students have chosen a major appropriate to their interests and abilities, the extent of screening and counseling that has taken place in the community college of origin, and the extent to which students have completed lower division prerequisite requirements. Therefore, it is not appropriate to infer that one community college is doing a better job than others in preparing students for the upper division simply because students from that community college maintained a higher grade point average than students from other community colleges.

Table 13 shows the number of Florida community college transfer students by major (HEGIS program) at each of the universities, and for each major the table shows the percentage of students who have less than a 2.00 grade point average, the percentage who have a 2.00 grade point average or higher, and the mean grade point average.

These data are presented for seven of the universities. Not included are FIU data as it does not compute GPA and FAMU as these are included in Appendix A because of format differences.

The University of Florida

Of the total 5,844 community college transfer students enrolled at UF during the Fall term, 1973, UF reported majors for 5,182. Although transfer

TABLE 10
CLASSIFICATION OF TRANSFER STUDENTS BY GRADE-POINT AVERAGE AND UNIVERSITY

GPA	UF N	UF %	FSU N	FSU %	USF* N	USF* %	FAU N	FAU %	FTU N	FTU %	UWF N	UWF %	FIU** N	FIU** %	UNF N	UNF %	SUS N	SUS %
0.00-0.49	174	3.0	127	2.8	11	.2	63	2.2	64	3.1	24	0.9	-	-	68	4.6	531	2.3
0.50-0.99	94	1.6	44	1.0	32	.8	15	0.5	32	1.6	7	0.2	-	-	6	0.4	230	.9
1.00-1.49	233	4.0	125	2.8	114	2.9	40	1.4	58	2.8	18	0.7	-	-	53	3.6	641	2.7
1.50-1.99	645	11.0	327	7.2	272	7.1	164	5.8	168	8.3	80	3.1	-	-	65	4.5	1721	7.4
2.00-2.49	1445	24.7	1004	22.1	899	23.6	636	22.8	470	23.1	383	15.2	-	-	280	19.1	5117	22.2
2.50-2.99	1610	27.5	1325	29.2	1134	29.8	777	27.9	609	29.9	727	28.9	-	-	470	32.0	6652	28.9
3.00-3.49	995	17.0	969	21.3	811	21.3	717	25.7	371	18.2	753	30.0	-	-	258	17.6	4874	21.2
3.50-4.00	647	11.1	619	13.6	520	13.6	369	13.2	264	13.0	517	20.6	-	-	267	18.2	3203	13.9
TOTAL	5843		4540		3793		2781		2036		2509		2659		1468		22970	100.0

* 1111 cases with zero or no GPA were excluded.
** FIU does not have GPA.

TABLE 11

COMPARISON OF GRADE-POINT AVERAGE ATTAINED IN UNIVERSITIES OF STUDENTS TRANSFERRING PRIOR TO EARNING 90 QUARTER HOURS (p) AND STUDENTS TRANSFERRING AFTER EARNING 90 QUARTER HOURS OR MORE (a)*

COM COL		UF N	UF GPA	FSU N	FSU GPA	USF N	USF GPA	FAU N	FAU GPA	FTU N	FTU GPA	UWF N	UWF GPA	UNF N	UNF GPA	FIU** N	FIU** GPA	SUS N	SUS GPA
BRE CC	p	53	2.69	44	2.43	15	2.70	16	2.80	100	2.70	0	-	0	-	2	-	230	2.66
	a	88	2.67	137	2.93	33	2.86	37	2.87	367	2.70	17	2.79	3	3.02	1	-	683	2.76
BRO CC	p	44	2.72	58	2.42	31	2.77	177	2.96	1	3.59	0	-	0	-	77	-	388	2.89
	a	148	2.69	110	2.97	21	2.90	749	2.81	3	1.71	10	2.79	0	-	29	-	1070	2.78
CFCC	p	19	2.30	13	2.34	3	2.94	0	-	6	3.14	1	2.17	2	2.37	0	-	44	2.54
	a	89	2.55	46	2.95	15	2.99	9	2.42	18	2.84	20	2.73	8	2.73	0	-	205	2.72
CJC	p	9	2.86	23	2.44	1	2.12	1	3.00	1	3.53	6	2.67	0	-	0	-	52	2.77
	a	45	2.57	146	2.75	0	-	3	2.52	4	2.06	145	2.95	1	3.14	0	-	344	2.80
DBCC	p	11	2.51	27	2.23	9	2.75	2	2.62	35	2.85	1	2.81	0	-	2	-	87	2.63
	a	75	2.77	58	2.78	27	2.81	27	2.96	199	2.80	8	3.09	7	2.59	1	-	402	2.80
ECC	p	16	2.88	15	2.58	15	2.70	10	3.66	1	2.75	0	-	0	-	4	-	61	2.91
	a	31	2.86	69	3.04	47	2.88	36	2.81	7	2.33	20	2.77	1	3.60	2	-	213	2.86
FJC	p	56	2.50	58	2.42	17	2.66	0	-	4	2.93	1	2.55	71	2.63	3	-	210	2.62
	a	116	2.67	151	2.87	17	2.76	19	2.61	14	2.36	16	2.98	884	2.81	3	-	1220	2.75
FKCC	p	8	2.23	4	2.42	1	2.71	4	2.99	0	-	0	-	0	-	5	-	22	2.59
	a	9	2.49	8	2.91	11	2.77	15	2.80	5	2.70	9	3.03	5	3.08	1	-	63	2.34
GCCC	p	6	2.52	23	2.49	1	3.16	0	-	3	2.89	5	2.81	0	-	0	-	38	2.77
	a	29	2.83	119	2.78	3	3.02	3	3.00	1	3.46	215	2.96	1	3.07	0	-	371	2.89
HCC	p	0	-	11	2.26	81	2.63	1	2.17	0	-	0	-	0	-	0	-	93	2.35
	a	0	-	18	2.49	309	2.77	4	2.75	0	-	0	-	0	-	0	-	331	2.75
IRCC	p	22	2.46	13	2.69	6	2.81	33	2.88	3	2.33	0	-	0	-	1	-	78	2.63
	a	53	2.80	45	2.72	13	2.99	61	2.55	15	3.02	8	2.45	3	2.00	1	-	199	2.69
LCCC	p	16	2.37	9	2.47	1	2.71	1	2.20	3	2.43	1	2.88	2	1.67	1	-	34	2.39
	a	69	2.61	26	2.71	5	2.78	4	2.67	5	2.45	27	2.99	22	2.59	1	-	159	2.67
LSCC	p	12	2.78	11	2.50	2	3.11	1	2.48	14	2.89	0	-	0	-	3	-	43	2.75
	a	34	2.72	41	3.03	7	3.14	4	2.88	29	2.63	7	2.75	3	2.61	1	-	126	2.80
MJC	p	17	2.88	24	2.44	30	2.72	1	3.39	4	2.91	1	2.73	0	-	3	-	80	2.85
	a	49	2.74	88	3.03	93	3.00	21	2.99	9	2.67	23	2.82	0	-	3	-	286	2.91

TABLE 11 (Continued)

COMPARISON OF GRADE-POINT AVERAGE ATTAINED IN UNIVERSITIES OF STUDENTS TRANSFERRING PRIOR TO EARNING 90 QUARTER HOURS (p) AND STUDENTS TRANSFERRING AFTER EARNING 90 QUARTER HOURS OR MORE (a)*

COM COL		UF N	UF GPA	FSU N	FSU GPA	USF N	USF GPA	FAU N	FAU GPA	FTU N	FTU GPA	UWF N	UWF GPA	UNF N	UNF GPA	FIU** N	FIU** GPA	SUS N	SUS GPA
MDCC	p	215	2.62	158	2.43	102	2.66	108	2.88	9	2.77	3	2.30	0	-	1497	-	2092	2.61
	a	458	2.68	428	2.79	130	2.83	403	2.86	31	2.26	49	2.83	1	2.90	966	-	2466	2.77
NFJC	p	11	2.67	53	2.36	0	-	1	2.52	0	-	1	1.48	0	-	0	-	66	2.26
	a	40	2.61	123	2.64	5	2.28	6	2.43	7	2.15	14	2.64	18	2.57	0	-	213	2.60
OWJC	p	11	2.65	29	2.56	1	3.28	0	-	1	2.61	16	2.80	0	-	0	-	58	2.78
	a	33	2.88	69	2.93	7	2.76	2	3.54	1	4.00	284	3.05	1	2.90	0	-	397	3.02
PBJC	p	55	2.56	42	2.53	19	2.98	149	2.93	2	2.55	0	-	0	-	8	-	275	2.71
	a	148	2.74	131	2.93	22	2.87	631	2.88	20	2.72	1	2.16	4	2.88	5	-	962	2.86
PJC	p	22	2.96	35	2.68	3	2.82	0	-	0	-	120	2.99	1	3.60	0	-	181	3.01
	a	52	2.81	80	2.99	4	3.18	9	4.01	10	2.27	1051	3.05	4	2.96	0	-	1210	3.04
POLK CC	p	30	2.40	24	2.35	21	2.68	2	1.93	4	3.20	0	-	0	-	2	-	83	2.51
	a	73	2.69	69	2.65	118	2.87	9	2.84	33	2.51	12	3.49	2	1.25	0	-	316	2.75
SJRJC	p	21	2.73	14	2.46	2	2.61	0	-	2	1.56	0	-	2	2.75	1	-	40	2.42
	a	88	2.49	61	2.69	4	3.27	13	2.92	8	2.82	6	1.85	58	2.60	0	-	238	2.60
SPJC	p	53	2.69	73	2.45	100	2.69	9	2.80	2	2.93	2	2.54	1	1.50	7	-	247	2.51
	a	164	2.72	223	2.94	639	2.82	43	2.96	21	2.85	28	2.78	3	3.78	6	-	1127	2.84
SFCC	p	177	2.42	14	2.59	6	2.82	2	2.71	0	-	2	2.11	1	3.33	15	-	217	2.66
	a	557	2.54	61	2.77	38	2.38	20	2.79	15	2.67	8	2.88	21	2.58	3	-	723	2.55
SJC	p	14	2.72	15	2.28	9	2.87	1	2.08	63	2.50	0	-	0	-	0	-	102	2.49
	a	37	2.65	59	3.82	14	2.81	5	2.69	315	2.48	6	2.64	7	2.98	0	-	443	2.57
SFJC	p	2	2.98	3	2.99	6	3.08	2	3.04	1	3.60	0	-	0	-	0	-	14	3.14
	a	18	2.51	14	3.16	13	2.68	7	2.36	3	3.35	4	2.93	0	-	0	-	59	2.75
TCC	p	3	2.32	149	2.46	1	2.27	1	3.51	1	3.25	2	3.24	0	-	0	-	157	2.84
	a	9	2.69	388	2.78	6	3.33	2	2.65	3	2.32	5	2.90	2	2.79	0	-	415	2.78
VCC	p	11	2.66	24	2.60	5	2.98	1	2.51	63	2.45	0	-	1	2.66	0	-	108	2.64
	a	22	2.61	45	2.78	14	2.70	8	3.17	396	2.54	7	3.15	4	2.09	0	-	496	2.59
TOTAL	p	914	2.58	966	2.45	488	2.71	523	2.93	323	2.66	162	2.91	81	2.61	1636	-	5093	2.69
	a	2534	2.65	2813	2.84	1615	2.82	2150	2.82	1539	2.61	2000	3.00	1063	2.78	1023	-	14737	2.79

* Cases with zero or no GPA were excluded

** FIU does not have GPA

TABLE 12

MEAN GRADE-POINT AVERAGES (GPA) ATTAINED IN UNIVERSITIES BY COMMUNITY COLLEGE TRANSFER STUDENTS BY COMMUNITY COLLEGE OF ORIGIN AND UNIVERSITY OF ATTENDANCE

COM	U F		FSU		USF*		FAU		FTU		UWF		UNF		FIU**		SUS		
COL	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	PERCENT
BRE CC	234	2.57	225	2.69	113	2.69	54	2.98	498	2.70	18	2.78	5	2.51	3	-	1150	2.69	4.4
BRO CC	400	2.59	230	2.70	111	2.76	963	2.83	8	2.26	13	2.79	2	1.33	106	-	1833	2.75	7.0
CFCC	180	2.49	72	2.61	36	2.76	10	2.45	24	2.91	21	2.70	12	2.40	0	-	355	2.58	1.3
CJC	80	2.54	202	2.65	2	2.13	4	2.64	6	2.46	165	2.96	2	2.82	0	-	461	2.74	1.7
DBCC	139	2.67	98	2.55	68	2.84	29	2.94	249	2.81	10	3.06	10	2.38	3	-	606	2.74	2.3
ECC	101	2.58	98	2.91	114	2.89	50	2.96	8	2.38	22	2.61	1	3.60	6	-	400	2.80	1.6
FJC	299	2.49	242	2.69	68	2.82	20	2.65	22	2.54	17	2.95	1224	2.73	6	-	1898	2.66	7.2
FKCC	30	2.42	22	2.56	23	2.79	19	2.84	5	2.70	9	3.03	5	3.08	6	-	119	2.44	0.5
GCCC	67	2.65	162	2.67	7	2.89	3	3.00	4	3.03	263	3.00	1	3.07	0	-	507	2.84	1.9
HCC	18	1.88	39	2.25	767	2.72	5	2.63	0	0.00	1	2.98	0	0.00	0	-	830	2.68	3.9
IRCC	124	2.57	61	2.71	36	2.69	97	2.70	20	2.95	11	2.43	3	2.00	2	-	354	2.66	1.4
LCCC	122	2.44	44	2.49	8	2.83	5	2.57	8	2.45	34	2.96	24	2.52	2	-	247	2.55	0.9
LSCC	83	2.47	60	2.88	29	2.90	5	2.80	52	2.78	7	2.75	3	2.61	4	-	243	2.70	0.9
MJC	112	2.80	137	2.90	219	2.95	23	3.03	13	2.75	25	3.10	0	0.00	6	-	535	2.91	2.2
MDCC	1181	2.55	713	2.65	398	2.63	534	2.85	48	2.34	59	2.81	5	2.87	2463	-	5400	2.65	20.7
NFJC	89	2.39	208	2.49	8	2.37	7	2.45	8	2.18	16	2.60	25	2.44	0	-	361	2.46	1.4
OWJC	81	2.84	112	2.78	13	2.80	2	3.54	2	3.31	363	3.11	2	1.45	0	-	575	2.99	2.2
PBJC	354	2.64	203	2.75	72	2.79	812	2.89	27	2.83	1	2.16	5	2.90	13	-	1487	2.80	5.6
PJC	132	2.65	136	2.88	18	3.93	10	3.91	11	2.33	1356	3.09	7	3.21	0	-	1670	3.05	6.3
Polk CC	170	2.42	100	2.55	230	2.79	12	2.70	40	2.62	13	3.47	5	1.90	2	-	572	2.64	2.5
SFCC	1069	2.37	93	2.66	61	2.45	23	3.10	17	2.64	13	2.59	30	2.31	18	-	1324	2.41	5.0
SJC	96	2.54	87	2.66	36	2.70	7	2.45	423	2.46	8	2.65	7	2.98	0	-	664	2.52	2.5
SFCC	26	2.61	19	3.04	34	2.79	9	2.51	5	3.40	4	2.93	0	0.00	0	-	97	2.80	0.4
SJRJC	157	2.49	80	2.66	11	3.04	14	2.85	10	2.57	8	2.15	75	2.47	1	-	356	2.55	1.3
SPJC	401	2.72	338	2.78	1256	2.86	52	2.93	26	2.82	35	2.82	6	2.81	13	-	2126	2.82	9.5
TCC	32	2.54	672	2.59	12	3.10	3	2.93	5	2.61	8	2.96	3	2.86	2	-	737	2.61	2.8
VCC	67	2.46	88	2.65	43	2.52	9	3.09	497	2.52	9	3.80	6	1.84	3	-	722	2.54	2.7
TOT	5843	2.54	4540	2.67	3793	2.79	2781	2.84	2036	2.61	2509	3.03	1468	2.69	2659		25629	2.71	
PERCENT		21.9%		17.0%		18.3%		10.4%		7.6%		9.4%		5.5%		9.9%			100.0%

* 1111 cases with zero or no GPA were excluded.

** FIU does not have GPA

students were enrolled in all but four majors (HEGIS categories), 60% of the students were enrolled in Education (784), Social Science (576), Engineering (460), Communications (394), Architecture (394), and Health Professions (392).

The highest mean GPA among the majors was 3.08 for Library Science. Computer Science had the highest percentage of transfer students with GPA's less than 2.00 (40.7%) followed by Business (29.2%), and Agriculture (28.0%). The overall mean GPA was 2.56.

The Florida State University

Of the total 4,541 community college transfer students enrolled at FSU during the Fall 1973 term, FSU reported majors for 3,758.

In 1973, there were 4,541 community college transfer students enrolled at FSU. Fifty-three percent of these students with reported majors were in four HEGIS categories (majors) - - Business (732), Education (1,974), Public Affairs (361), and Social Science (334).

With the exception of Law (a possible error in reporting) all the majors had over 80% of the transfer students attaining 2.00 or higher GPA's. Further, in 9 majors, 90% of the transfer students attained 2.00 averages or higher. One major, Foreign Language, had 100% of the transfer students attaining 2.00 or higher GPA's. The overall mean GPA was 2.73.

The University of South Florida

Of the 4,904 students of community college origin at USF, 3,484 had majors indicated in reported data. Of these 3,484 students, 70% were reported in five majors - - Business (731), Education (909), Biological Studies (229), Engineering (273), and Social Science (518).

Biological Studies was the only major at USF in which more than 16% of the transfer students enrolled failed to attain a grade point average of 2.00 or higher. This major had 28.4% or 229 students with such an average.

The mean grade point average of all transfer students at USF was 2.79.

The University of West Florida

The University of West Florida is an upper division university, and the community junior college transfer enrollment of 2,509 comprises almost all of the university population.

Of these 2,509 transfer students, UWF failed to report majors for only 52.

As can be observed from Table 13, majors chosen by 59% of these students were Education (665), Business (579), and Social Sciences (247). Three other majors enrolled more than 100 students.

Mean GPA's of 3.00 or higher were achieved in 10 of 16 majors and four other majors had mean GPA's of 2.90 or higher. Thus, 15 of the 16 majors offered at UWF had GPA's of 2.90 or higher. Further, the lowest mean GPA was a very high 2.82 in Communications.

The major with the highest percentage of students with less than a 2.00 GPA was Engineering, but this was only 10%. Education and Business, with very large enrollments, also had very low percentages of transfer students with GPA's of less than 2.00 (6.8% and 3.2%, respectively).

The mean GPA for all majors at UWF was 3.03. This was the highest mean GPA of all the universities.

TABLE 13
NUMBERS AND ACHIEVEMENT OF COMMUNITY COLLEGE TRANSFER STUDENTS BY MAJOR AND UNIVERSITY

MAJOR	UF				FSU				USF			
	N	A*	B**	Mean GPA	N	A*	B**	Mean GPA	N	A*	B**	Mean GPA
AGRICULTURE	361	28.0	71.7	2.37	0	--	--	--	0	--	--	--
ARCHITECTURE	394	16.2	83.8	2.54	0	--	--	--	0	--	--	--
AREA STUDIES	1	0.0	100.0	3.00	23	8.7	91.3	2.86	6	0.0	100.0	3.14
BIOLOGICAL STUDIES	204	23.5	76.5	2.45	217	18.9	81.1	2.55	229	28.4	71.6	2.70
BUSINESS	528	29.2	70.8	2.29	732	17.2	82.8	2.52	731	15.7	84.3	2.60
COMMUNICATIONS	394	15.2	84.8	2.49	102	18.6	81.4	2.52	173	13.2	86.8	2.58
COMPUTER SCIENCE	27	40.7	59.3	2.02	0	--	--	--	0	--	--	--
EDUCATION	784	13.9	86.1	2.71	974	7.0	93.0	2.89	909	4.7	95.3	3.03
ENGINEERING	460	17.6	82.4	2.61	0	--	--	--	273	15.7	84.3	2.60
FINE ARTS	95	8.4	81.6	2.75	238	8.8	91.2	2.86	150	5.3	94.7	2.83
FOREIGN LANGUAGES	28	14.3	85.7	2.91	18	0.0	100.0	2.96	24	4.2	95.8	3.09
HEALTH PROFESSIONS	392	12.2	87.7	2.75	143	8.4	91.6	2.79	49	10.2	89.8	2.57
HOME ECONOMICS	0	--	--	--	182	9.3	90.7	2.75	0	--	--	--
LAW	27	11.1	88.9	2.47	2	50.0	50.0	1.99	0	--	--	--
LETTERS	207	10.1	89.9	2.75	108	6.5	93.5	2.82	102	5.9	94.1	2.90
LIBRARY SCIENCE	15	13.3	86.7	3.08	39	5.1	94.9	2.97	0	--	--	--
MATHEMATICS	51	11.8	88.2	2.92	49	14.3	85.7	2.69	26	15.4	84.6	2.62
MILITARY SCIENCE	0	--	--	--	0	--	--	--	0	--	--	--
PHYSICAL SCIENCE	121	17.4	82.6	2.51	63	14.3	85.7	2.66	109	14.7	85.3	2.60
PSYCHOLOGY	280	16.8	83.2	2.62	173	11.6	88.4	2.77	185	12.0	88.0	2.94
PUBLIC AFFAIRS	0	--	--	--	361	8.3	91.7	2.71	0	--	--	--
SOCIAL SCIENCES	576	20.7	79.3	2.52	334	4.1	85.9	2.67	518	8.9	91.1	2.82
INTERDISCIPLINARY	237	22.8	77.2	2.45					0	--	--	--
TOTAL	5182	18.5	81.5	2.56	3758	11.4	88.6	2.73	3484	11.2	88.8	2.79

*A is percent of students with less than 2.00 GPA .
**B is percent of students with 2.00 or higher GPA .

TABLE 13 (Continued)

NUMBERS AND ACHIEVEMENT OF COMMUNITY COLLEGE TRANSFER STUDENTS BY MAJOR AND UNIVERSITY

MAJOR	UWF				FTU				FAU			
	N	A*	B**	Mean GPA	N	A*	B**	Mean GPA	N	A*	B**	Mean GPA
AGRICULTURE	0	--	--	--	0	--	--	--	0	--	--	--
ARCHITECTURE	0	--	--	--	0	--	--	--	0	--	--	--
AREA STUDIES	0	--	--	--	0	--	--	--	0	--	--	--
BIOLOGICAL STUDIES	178	8.4	89.0	2.90	70	32.9	67.1	2.22	101	17.8	79.2	2.74
BUSINESS	579	7.1	91.0	3.03	510	20.4	79.6	2.47	671	11.3	87.2	2.71
COMMUNICATIONS	74	6.8	93.2	2.82	67	19.4	80.6	2.50	0	--	--	--
COMPUTER SCIENCE	95	5.3	94.7	2.94	30	16.7	83.3	2.48	76	14.5	82.9	2.93
EDUCATION	665	3.2	96.5	3.06	508	8.1	91.9	2.86	865	4.4	94.3	3.00
ENGINEERING	40	10.0	87.5	2.91	134	26.1	73.9	2.32	153	24.2	72.5	2.56
FINE ARTS	79	3.8	96.2	2.94	63	12.7	87.3	2.92	112	7.1	90.2	2.97
FOREIGN LANGUAGES	14	0	92.9	3.69	6	0.0	100.0	3.47	10	20.0	80.0	2.61
HEALTH PROFESSIONS	0	--	--	--	97	20.6	79.4	2.48	0	--	--	--
HOME ECONOMICS	0	--	--	--	0	--	--	--	0	--	--	--
LAW	0	--	--	--	17	29.4	70.6	2.39	0	--	--	--
LETTERS	68	2.9	97.1	3.04	46	4.3	95.7	2.84	139	9.4	87.8	3.01
LIBRARY SCIENCE	0	--	--	--	15	6.7	93.3	3.02	0	--	--	--
MATHEMATICS	42	--	100.0	3.05	11	27.3	72.7	2.35	18	16.7	72.2	3.50
MILITARY SCIENCE	0	--	--	--	0	--	--	--	0	--	--	--
PHYSICAL SCIENCE	75	6.7	89.3	3.15	24	29.2	70.8	2.27	58	24.1	72.4	2.71
PSYCHOLOGY	129	3.9	95.3	3.05	72	15.3	84.7	2.74	152	11.8	84.9	2.93
PUBLIC AFFAIRS	148	3.4	95.3	2.95	147	7.5	92.5	2.65	151	9.9	90.1	2.63
SOCIAL SCIENCES	247	6.3	90.6	3.03	111	15.3	84.7	2.61	248	10.5	87.5	2.79
INTERDISCIPLINARY	24	4.2	95.8	3.40	106	15.1	84.9	2.59	23	21.7	78.3	2.54
TOTAL	2457	5.4	94.6	3.02	2034	15.8	84.2	2.61	2777	10.1	89.9	2.84

*A is percent of students with less than 2.00 GPA.

**B is percent of students with 2.00 or higher GPA.

TABLE 13 (Continued)
NUMBERS AND ACHIEVEMENT OF COMMUNITY COLLEGE TRANSFER STUDENTS BY MAJOR AND UNIVERSITY

MAJOR	UNF				SUS			
	N	A*	B**	Mean GPA	N	A*	B**	Mean GPA
AGRICULTURE	0	--	--	--	361	28.9	71.7	2.37
ARCHITECTURE	0	--	--	--	394	16.2	83.8	2.54
AREA STUDIES	0	--	--	--	30	6.7	93.3	2.90
BIOLOGICAL STUDIES	0	--	--	--	999	21.0	79.0	2.62
BUSINESS	399	16.5	83.5	2.56	4150	16.4	83.6	2.60
COMMUNICATIONS	0	--	--	--	810	14.8	85.2	2.54
COMPUTER SCIENCE	0	--	--	--	228	14.1	85.9	2.77
EDUCATION	456	7.2	92.8	2.94	5161	6.8	93.2	2.93
ENGINEERING	0	--	--	--	1060	18.9	81.1	2.57
FINE ARTS	33	6.1	93.9	2.92	770	7.5	92.5	2.87
FOREIGN LANGUAGE	0	--	--	--	100	7.0	93.0	3.08
HEALTH PROFESSIONS	0	--	--	--	681	12.5	87.5	2.71
HOME ECONOMICS	0	--	--	--	182	9.3	90.7	2.75
LAW	0	--	--	--	46	19.6	80.4	2.42
LETTERS	54	7.4	92.6	2.76	724	7.6	92.4	2.87
LIBRARY SCIENCE	0	--	--	--	69	7.2	92.8	3.00
MATHEMATICS	40	25.0	75.0	2.38	237	13.9	86.1	2.79
MILITARY SCIENCE	0	--	--	--	0	--	--	--
PHYSICAL SCIENCE	34	8.8	91.2	2.54	484	15.5	84.5	2.09
PSYCHOLOGY	143	14.0	85.3	2.68	1134	12.6	87.4	2.80
PUBLIC AFFAIRS	0	--	--	--	807	7.6	92.4	2.73
SOCIAL SCIENCES	267	15.7	84.3	2.54	2301	13.6	86.4	2.70
INTERDISCIPLINARY	0	--	--	--	390	19.5	80.5	2.56
TOTAL	1426	13.0	87.0	2.78	21118	8.7	91.3	2.72

*A is percent of students with less than 2.00 GPA.
**B is percent of students with 2.00 or higher GPA.

Florida Technological University

Of the 2,036 transfer students enrolled at FTU, majors were reported for 2,034. Of these 2,034 students, 50% were found in two majors - - Business (510) and Education (508). Only three other majors enrolled more than 100 students each: Engineering, Public Affairs, and Social Sciences.

The highest GPA's were attained in Foreign Languages and Library Science (3.47 and 3.02, respectively). The lowest mean GPA was 2.22 in Biological Science. Eight majors had mean GPA's of 2.50 or higher.

In each of eight majors 75% or more of the transfer students achieved a GPA of 2.00 or higher. Five programs had over 90% of their transfer students earning 2.00 or higher GPA's. The highest percentage of students earning less than 2.00 GPA's was 32.9% in Biological Studies. The mean grade point average for all FTU's community college transfer students was 2.61.

Florida Atlantic University

Data on majors are presented for 2,777 of this upper division university's total of 2,781 transfer students.

Business and Education were the selected majors of 55% of the transfer students. In addition, seven other majors were selected by more than 100 students each, with Social Science accounting for 248 students.

The highest GPA's were recorded in three majors - - Education (3.00), Letters (3.01) and Mathematics (3.50) - - the lowest GPA being 2.56 in Engineering.

Ten of the majors had 75% or more of their transfer students earning 2.00 or greater. Three majors had 90% or more transfer students with GPA's of 2.00 or higher. Only two majors, Engineering and Physical Science, had as many as 24% of their students earning less than 2.00 GPA's.

The University of North Florida

This upper division institution, which opened its doors in 1972, enrolled fewer transfer students than any of the S[illegible] universities (except FAMU). Of 1,468 transfer students, majors were reported for all but 84.

The majors of Business, Education, and Social Sciences were most popular (76%). Of the other majors, only Psychology enrolled over 100 students.

The mean GPA for UNF was 2.69. Two majors reported mean GPA's of over 2.90. The lowest mean GPA was 2.38 in Mathematics, the only GPA of less than 2.50.

All majors had at least 75% of the students earning GPA's of 2.00 or higher. Four majors had better than 90% of the transfer students earning GPA's of 2.00 or better.

FLORIDA TWELFTH GRADE TEST SCORES AND ACADEMIC PERFORMANCE OF TRANSFER STUDENTS

Table 14 shows a comparison of GPA means and the Florida Twelfth Grade Test score (FTGT) means of transfer students from Florida community colleges. Also shown in the table are correlations between GPA's and FTGT's for each university.

From the table, it can be observed that 2,149 students at the UF had their FTGT scores reported. The GPA mean was 2.51 and the FTGT mean was 353. The Pearson correlation between GPA and FTGT scores, although small, was the highest of the seven universities (0.295). The UF FTGT mean also was the highest of the 8 universities while the UF GPA ranked about the middle.

FSU transfer students had a higher GPA mean (2.67) than UF but a lower FTGT mean (332). The Pearson correlation was only 0.268, but it was the second highest.

At USF, the GPA mean was 2.26, which was the lowest among the universities. The Pearson correlation, which was 0.157, was lower than five of the other institutions.

FAU had 518 transfer students reporting FTGT scores with a mean of 334. The transfer students' GPA was 2.87, the second highest reported. The Pearson correlation was the lowest among the universities and was 0.118.

FTU's GPA mean was 2.53 and the FTGT mean was 333. The Pearson correlation between the two was 0.184.

UWF had the highest mean GPA of 2.93. The FTGT mean was 338, which was the second highest. The Pearson correlation was 0.202, which ranked near the middle of the universities' correlations.

FIU does not compute GPA's so the correlation could not be computed.

TABLE 14
MEAN GPA AND MEAN FTGT SCORE OF TRANSFER STUDENTS BY UNIVERSITY OF ATTENDANCE

	U F	FSU	USF	FAU	FTU	UWF	FIU	UNF	SUS
Number of Cases	2149	1823	1431	518	437	661	550	283	7852
GPA Mean	2.51	2.67	2.26	2.87	2.53	2.98	*	2.48	2.57**
Standard Deviation	0.82	0.83	1.21	1.48	0.82	1.01	*	0.89	0.97**
FTGT Mean	353	332	327	334	333	338	289	313	334**
Standard Deviation	91	95	98	97	95	101	112	91	96**
Pearson Correlation	.295	.268	.157	.118	.184	.202	*	.263	.232**

*FIU does not compute GPA.
**weighted

However, the FTGT mean for their 550 students was 289, the lowest FTGT mean of the universities.

UNF had the fewest students with FTGT scores. The FTGT mean was 313 and the GPA mean was 2.48. The Pearson correlation was 0.263 which was the third highest of the universities.

These data confirm previous research results reported in Articulation 1973 in finding low correlations between university GPA's and FTGT scores of community college transfer students.

CONCLUSIONS AND RECOMMENDATIONS

An examination of enrollment patterns of community college transfer students reveals a tendency for transfer students to choose the university nearest their community college or home county. Exceptions to this tendency are community college transfer students who have no university within commuting distance of their home counties. The reason for this tendency might be that many students who complete the AA degree are often able to continue their education at a university only when the university is in close proximity to their homes. Further, the data suggest that many of these students may be working while attending the university. This is evidenced by the high mean age of community college transfer students in universities that serve metropolitan areas. Also, the pattern of matriculation dates for many of these students suggests that attendance has not been continuous in the university. Ways of extending university opportunities will need careful consideration.

Enrollment patterns in the various majors offered in the universities indicate that community college transfer students tend to choose Education or Business far more often than any other major in each university with the exception of the University of Florida where Social Science enrolled a few more transfer students than did Business.

With the exception of FAMU, the largest percentage of black students of community college origin in any of the universities was 6.6. The lowest percentage was 2.8. The range in terms of numbers was 75 to 246.

This variation in the percentage of black students across universities indicates that some universities may have been more successful than others in attracting black students. A special study that would explain this

may be of considerable value to some of the universities. The study should take into account variables such as major, geography, and traditional attendance patterns.

Data on the enrollment of community college transfer students by sex indicate that the percentage of female students in attendance has increased since 1971. However, the percentage of female transfer students in the university system during Fall 1973 was still only 39.2. This, taken with the trend toward an increased percentage of female students implies that female citizens should be attending the State University System in far greater numbers than in the past. The universities may want to take this into account in planning for future enrollment.

Community college transfer students tend to be successful in most majors in all the universities. However, there are some majors where the percentage of students who fail to attain GPA's of 2.00 or higher are excessive compared to most majors. Specifically, at the end of the Fall 1973 term the following had more than 25% of their transfer students with less than 2.00 averages: Computer Science, Business, and Agriculture at UF; Biological Studies at USF; and Biological Studies, Engineering, Mathematics, and Physical Science at FTU. While the comparatively high percentage of students failing to attain 2.00 averages in these majors may be more related to the difficulty of the majors than to any problem related to articulation, it is recommended that the universities involved study this problem more fully to determine what factors seem to be operating.

As was indicated in previous studies, low correlations were found for grade point averages attained in the various universities and the transfer students' Florida Twelfth Grade Test scores. This confirms that the policy

of admitting transfer students without regard to test scores on completion of their associate degree is academically sound. Should it be necessary to implement procedures to conform to enrollment quotas, it will be necessary to use other criteria.

The Florida Board of Regents Student Data Course File was established as a part of a management information system for use by the Division of Universities. The use of the Florida Board of Regents Student Data Course File as a source of data for a feedback system to Florida community colleges can provide very useful data not only to the community colleges but also to the Division of Universities, the Division of Community Colleges, and to the universities themselves. However, some of the data elements are presently inaccurate due to readmission procedures in the universities. Specifically, some very important information is being lost through the readmission processes. This problem was manifested to the greatest extent in information on transfer students who were in post-baccalaureate programs. Therefore, it is recommended that each university examine its procedure for collecting data required for the Student Data Course File in order to insure that accurate and complete data are reported.

Finally, it is recommended that the Division of Community Colleges continue the reporting of these data to the community colleges. These reports should be examined to determine possible articulation problems, and where these problems exist, universities and community colleges should work together to solve them. The student is the focal point of the problem but should not suffer from policies that are not his personal responsibilities.

APPENDIX A

TRANSFER STUDENTS AT FLORIDA A & M UNIVERSITY

TRANSFER STUDENTS AT FLORIDA A & M UNIVERSITY

About 100 transfer students entered Florida A & M University in September 1973. Many of them came from universities in and out of Florida. Others came from public junior colleges in Florida before and after receiving the AA degree. By and large, attrition took its toll during the year. However, the records yielded 50 transfers from public junior colleges in Florida who survived the first three quarters of the 1973-74 term as juniors. These persons became the subjects of this study, which was concerned with how well they faired academically at FAMU.

The small number included in the sample raises the conventional questions about the validity of results for subgroups in a study of this kind. However, from just a casual glance, in many instances, the results frequently appear to have face validity; therefore, they are often fairly suggestive of what would be obtained if the subgroups were desirably larger. Table A-1 discloses the junior college of origin and sex of the transfers.

It may be seen in Table A-1 that 27 (54%) of the transfers were female and 23 (46%) were male. It is to be noted, too, that there were no subjects in this class from six of the 27 junior colleges. The six colleges are Daytona Beach, Lake-Sumter, Manatee, Okaloosa-Walton, South Florida, and St. Johns River. Thus, based on survival for three-quarters, the index of attraction for all of the public junior colleges was 1.8 students per college. It was 2.4 for each of the colleges sending transfers to FAMU.

TABLE A-1
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS,
BASED ON JUNIOR COLLEGE ORIGIN AND SEX

Junior College	Female		Male		Total	
	No.	Percent	No.	Percent	No.	Percent
Brevard			2	100	2	100
Broward	2	100			2	100
Central Florida	2	67	1	33	3	100
Chipola	1	25	3	75	4	100
Edison	2	100			2	100
Florida Junior	3	75	1	25	4	100
Florida Keys	1	100			1	100
Gulf Coast			3	100	3	100
Hillsborough			2	100	2	100
Indian River	2	40	3	60	5	100
Lake City			1	100	1	100
Miami-Dade	4	80	1	20	5	100
North Florida			1	100	1	100
Palm Beach	1	100			1	100
Pensacola	1	50	1	50	2	100
Polk Community	2	67	1	33	3	100
St. Petersburg	1	100			1	100
Santa Fe			1	100	1	100
Seminole			2	100	2	100
Tallahassee	3	100			3	100
Valencia	2	100			2	100
Summary	27	54	23	46	50	100

One of the primary concerns of the entire investigation is the degree of success students experience once they transfer to the universities. Traditionally, that outcome has been measured mainly by overall grades. The mean GPA's earned during the junior college year as female and male subgroups may be seen in Table A-2.

TABLE A-2
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS
BASED ON SEX AND GPA

Sex	Number	Percent	Mean GPA
Female	27	54	2.42
Male	23	46	2.62
Summary	50	100	2.52

From Table A-2, it may be observed that the female subjects had a mean GPA of 2.42 and the male subjects, one of 2.62. The performance of neither group appeared to have suffered very much from the expected transfer shock. However, this phenomenon might have been indicated in a quarter-by-quarter analysis of grades. Table A-3 presents GPA frequencies by interval.

TABLE A-3
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS,
BASED ON GRADE-POINT AVERAGES AND HOURS EARNED AT FAMU

Grade-Point Average	Number	Percent	Mean Hours
3.50 - 3.99	4	8	44
3.00 - 3.49	9	18	47
2.50 - 2.99	10	20	49
2.00 - 2.49	17	34	44
0.00 - 1.99	10	20	44
Summary	50	100	46

As may be seen in Table A-3, the modal GPA for the group is between 2.00 - 2.49. However, ten students made GPA's between 0.00 - 1.99. The highest GPA earned by a subject was 3.88, a male, and the lowest GPA earned was 1.28, a female.

The average number of credit hours carried by the subjects was 46. However, it is to be noted that the 10 (20%) of those making less than a 2.00 average carried the same number of hours as the 13 (26%) of the subjects earning at least a 3.00 average. The largest number of hours earned was 57, by a female, and the lowest number of hours earned was 30, by a male.

Yet another view of the academic coping of transfer students is in terms of junior college of origin. An analysis of the GPA performance of the transfers, based on college of origin, is presented in Table A-4.

According to Table A-4, all but two of the 21 junior college subgroups represented made at least a 2.00 point average. However, there was just one transfer in the Florida Keys subgroup who earned a GPA of 1.91. There were five in the Miami-Dade subgroup who earned a GPA of 1.80.

TABLE A-4
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS,
BASED ON JUNIOR COLLEGE ORIGIN AND GPA

Junior College	Number	Percent	Mean GPA
Brevard	2	4	2.94
Broward	2	4	3.30
Central Florida	3	6	2.41
Chipola	4	8	2.70
Edison	2	4	2.34
Florida Junior	4	8	2.11
Florida Keys	1	2	1.91
Gulf Coast	3	6	2.94
Hillsborough	2	4	3.27
Indian River	5	10	2.29
Lake City	1	2	2.34
Miami-Dade	5	10	1.80
North Florida	1	2	2.30
Palm Beach	1	2	3.13
Pensaola	2	4	3.45
Polk Community	3	6	2.16
St. Petersburg	1	2	3.60
Santa Fe	1	2	2.34
Seminole	2	4	2.03
Tallahassee	3	6	2.61
Valencia	2	4	2.64
Summary	50	100	2.52

SUMMARY AND CONCLUSIONS

This was a limited study of 50 transfer students entering Florida A & M University in September 1973, from 21 public junior colleges in Florida. Twenty-seven (54%) of the subjects were female. Twenty-three (46%) were male. The GPA for all subjects was 2.52 during their junior year at FAMU. Therefore, based on GPA, it appears that the performance of these students did not suffer the traditional transfer shock when junior college students move on to universities.

The sex ratio of the transfers is to be noted. Being a land grant institution, FAMU probably should have more appeal to male prospects.[1] This could be a problem of guidance, as is the fact that not more junior college graduates are entering FAMU. Of course, the number of blacks entering any of the universities in the future is likely to be quite limited until and unless they are served more effectively, careerwise, by elementary and secondary schools and the junior colleges, generally.

Blacks, for example, constitute about 15 percent of the college age youth in Florida. Even so, only about 11,503 or 9.3 percent of the public junior college enrollment in Fall 1973, were blacks. Only 7,552 or 8.5 percent of the State University System were non-whites. This number included the 4,417 students at Florida A & M University.[2]

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[1]Department of Education, Division of Community Colleges, Tallahassee, Florida, "Articulation Study Report 1973."
According to this study, 66% of transfers entering the University of Florida, Fall 1971, were male and 34% were female. (UF is a predominately white land-grant institution in Florida.) Sixty-four percent of the transfers entering the other institutions of the SUS in 1971, were male and 36% were female. pp.8.

[2]Board of Regents, "A Plan for Equalizing Educational Opportunity in the State University System of Florida," June 5, 1973, (mimeographed).

Anticipatory and realistic guidance services commensurate with the diversity, size, and complexity of the task of preparation for college will be needed for those with this aspiration. Until current standards of admission and achievement are changed, blacks should recognize that career education for them requires the same kind of long-range, meticulous preparation for college as it does for those who become clerks, key punch operators, secretaries, mechanics, etc. More specifically and probably for the first time they will have to be served by much more relevant guidance systems of (1) early identification, (2) mastering developmental tasks, (3) motivation, (4) information, and (5) financial aid.

APPENDIX B

ACADEMIC SUCCESS OF STUDENTS OF COMMUNITY COLLEGE ORIGIN
IN POST-BACCALAUREATE STUDIES

ACADEMIC SUCCESS OF STUDENTS OF COMMUNITY COLLEGE ORIGIN IN POST-BACCALAUREATE STUDIES

Table B-1 presents information on post-baccalaureate students of community college origin as indicated by the data base.

However, these data were not considered as representative of some universities as they lose these kinds of data in their readmission process. However, some universities do retain college of origin data through re-admissions and some inferences can be made.

The table shows enrollment by sex for each university by number (count), percentage SUS males and females (ROW PCT'S), percentage male and percentage female for university (COL PCT'S) and percentage of the SUS total (TOT PCT).

In 1973, 799 students of community college origin were reported in post-baccalaureate programs in Florida universities. This was an increase of 102 students since 1971. Male students comprised 65.2% of this 799. The University of Florida had the highest percentage (35.5%) of the 278 female total as well as the highest percentage of the SUS total.

Table B-2 shows GPA-s attained in each university of post-baccalaureate students of community college origin.

Attainment of 3.00 GPA is necessary to maintain academic good standing in graduate schools. The percentage of students with 3.00 or higher GPA's was 67.4, a 8.6% decrease since Fall 1971.

However, as shown in Table B-1, these data do not include all students of community college origin. Students who interrupted their education, perhaps after completion of their baccalaureate degree, are not included for some universities.

TABLE B-1
CLASSIFICATION OF POST-BACCALAUREATE STUDENTS OF COMMUNITY COLLEGE ORIGIN BY SEX AND SENIOR INSTITUTION

SEX		U F	FSU	USF	FAU	FTU	UWF	FIU	UNF	SUS
MALE	COUNT	227	6	22	105	12	126	15	8	521
	ROW PCT	43.7	1.2	4.2	20.2	2.3	24.2	2.9	1.5	
	COL PCT	80.2	85.7	43.1	53.0	60.0	63.0	55.6	61.5	
	TOT PCT	28.4	0.8	2.8	13.1	1.5	15.8	1.9	1.0	65.2
FEMALE	COUNT	56	1	29	93	8	74	12	5	278
	ROW PCT	20.1	0.4	10.4	33.5	2.9	26.6	4.3	1.8	
	COL PCT	19.8	14.3	56.9	47.0	40.0	37.0	44.4	38.5	
	TOT PCT	7.0	0.1	3.6	11.6	1.0	9.3	1.5	0.6	34.8
COLUMN TOTAL		283	7	51	198	20	200	27	13	799
		35.4	0.9	6.4	24.8	2.5	25.0	3.4	1.6	100.0

TABLE B-2
CLASSIFICATION OF POST-BACCALAUREATE STUDENTS OF COMMUNITY COLLEGE ORIGIN BY GRADE POINT AVERAGE AND SENIOR INSTITUTION

Count Row PCT Col PCT Tot PCT	U F	FSU	USF	FAU	FTU	UWF	FIU	UNF	SUS
GPA *									
0.00-0.49	13	2	23	1	0	3	0	0	42
	31.0	4.8	54.8	2.4	0.0	7.1	0.0	0.0	
	4.6	28.6	45.1	0.5	0.0	1.5	0.0	0.0	
	1.7	0.3	3.0	0.1	0.0	0.4	0.0	0.0	5.4
1.00-1.49	2	0	0	0	0	0	0	0	2
	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
1.50-1.99	8	1	0	0	0	0	0	0	9
	88.9	11.1	0.0	0.0	0.0	0.0	0.0	0.0	
	2.8	14.3	0.0	0.0	0.0	0.0	0.0	0.0	
	1.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	1.2
2.00-2.49	44	1	0	0	0	9	0	0	54
	81.5	1.9	0.0	0.0	00.0	16.7	0.0	0.0	
	15.5	14.3	0.0	0.0	0.0	4.5	0.0	0.0	
	5.7	0.1	0.0	0.0	0.0	1.2	0.0	0.0	7.0
2.50-2.99	44	0	2	45	2	30	0	2	125
	35.2	0.0	1.6	36.0	1.6	24.0	0.0	1.6	
	15.5	0.0	3.9	22.7	10.0	15.2	0.0	15.4	
	5.7	0.0	0.3	5.8	0.3	3.9	0.0	0.3	16.2
3.00-3.49	68	1	13	97	5	91	0	5	280
	24.3	0.4	4.6	34.6	1.8	32.5	0.0	1.8	
	24.0	14.3	25.5	49.0	25.0	46.0	0.0	38.5	
	8.8	0.1	1.7	12.6	0.6	11.8	0.0	0.6	36.4
3.50-4.00	104	2	13	55	13	65	0	6	258
	40.3	0.8	5.0	21.3	5.0	25.2	0.0	2.3	
	36.7	28.6	25.5	27.8	65.0	32.8	0.0	46.2	
	13.5	0.3	1.7	7.1	1.7	8.4	0.0	0.8	33.5
Column Total	283 36.8	7 0.9	5.1 6.6	198 25.7	20 2.6	198 25.7	0 0	13 1.7	770 100.0

* No cases were found in the .50 to .99 category.

TABLE B-3
CLASSIFICATION OF POST-BACCALAUREATE STUDENTS OF COMMUNITY COLLEGE ORIGIN BY COMMUNITY COLLEGE OF ORIGIN AND SENIOR INSTITUTION

COMM COLLEGE	U F N	U F %	FSU N	FSU %	USF N	USF %	FAU N	FAU %	FTU N	FTU %	UWF N	UWF %	FIU N	FIU %	UNF N	UNF %	SUS	% TOTAL
BRE CC	13	54.2	0	0.0	0	0.0	3	12.5	7	29.2	1	4.2	0	0.0	0	0.0	24	3.0
BRO CC	21	24.1	1	1.1	4	4.6	58	66.7	1	1.1	0	0.0	2	2.3	0	0.0	87	10.9
CFCC	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	0.9
CJC	4	36.4	0	0.0	0	0.0	0	0.0	1	9.1	6	54.5	0	0.0	0	0.0	11	1.4
DBCC	11	61.1	0	0.0	0	0.0	6	33.3	1	5.6	0	0.0	0	0.0	0	0.0	18	2.3
ECC	9	47.4	1	5.3	2	10.5	5	26.3	0	0.0	2	10.5	0	0.0	0	0.0	19	2.4
FJC	7	31.8	0	0.0	1	4.5	1	4.5	0	0.0	2	9.1	0	0.0	11	50.0	22	2.8
FKCC	4	44.4	0	0.0	0	0.0	3	33.3	0	0.0	2	22.2	0	0.0	0	0.0	9	1.1
GCCC	2	9.5	0	0.0	1	4.8	0	0.0	0	0.0	18	85.7	0	0.0	0	0.0	21	2.6
HCC	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.4
IRCC	4	33.3	0	0.0	0	0.0	5	41.7	1	8.3	2	16.7	0	0.0	0	0.0	12	1.5
LCCC	5	50.0	2	20.0	0	0.0	0	0.0	0	0.0	3	30.0	0	0.0	0	0.0	10	1.3
LSCC	1	25.0	0	0.0	2	50.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	4	0.5
MJC	7	38.9	1	5.6	4	22.2	3	16.7	0	0.0	3	16.7	0	0.0	0	0.0	18	2.3
MDCC	72	43.9	0	0.0	2	1.2	60	36.6	0	0.0	5	3.0	24	14.6	1	0.6	164	20.5
NFJC	5	62.5	0	0.0	0	0.0	0	0.0	0	0.0	3	37.5	0	0.0	0	0.0	8	1.0
OWJC	5	10.4	0	0.0	0	0.0	0	0.0	0	0.0	43	89.6	0	0.0	0	0.0	48	6.0
PBJC	16	23.5	0	0.0	0	0.0	51	75.0	1	1.5	0	0.0	0	0.0	0	0.0	68	8.5
PJC	11	9.6	0	0.0	0	0.0	0	0.0	0	0.0	102	89.5	0	0.0	1	0.9	114	14.3
Polk JC	5	38.5	0	0.0	5	38.5	0	0.0	2	15.4	1	7.7	0	0.0	0	0.0	13	1.6
SFCC	32	91.4	0	0.0	1	2.9	0	0.0	0	0.0	1	2.9	1	2.9	0	0.0	35	4.4
SJC	3	42.9	0	0.0	0	0.0	1	14.3	3	42.9	0	0.0	0	0.0	0	0.0	7	0.9
SFJC	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1	0.1
SJRJC	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	0.9
SPJC	29	47.5	2	3.3	26	42.6	1	1.6	0	0.0	3	4.9	0	0.0	0	0.0	61	7.6
TCC	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	3	0.4
VCC	1	20.0	0	0.0	0	0.0	1	20.0	2	40.0	1	20.0	0	0.0	0	0.0	5	0.6
COLUMN	283		7		51		198		20		200		27		13		799	
PCT SUS	35.4		0.9		6.4		24.8		2.5		25.0		3.4		1.6		100.0	

TABLE B-4
NUMBER OF POST-BACCALAUREATE STUDENTS OF COMMUNITY COLLEGE ORIGIN ENROLLED IN SUS

MAJOR	U F		FSU		USF		FAU		FTU		UWF		FIU		UNF		SUS	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
AGRICULTURE	15	5.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	15	1.9
ARCHITECTURE	12	4.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12	1.5
BIOL STUDIES	10	3.5	0	0.0	1	2.0	6	3.0	0	0.0	10	5.0	0	0.0	0	0.0	27	3.4
BUSINESS	26	9.2	0	0.0	3	5.9	22	11.1	2	10.0	40	20.0	14	51.9	7	53.8	114	14.3
COMMUNICATIONS	8	2.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	1.0
COMPUTER SCI	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.5	0	0.0	0	0.0	1	.1
EDUCATION	43	15.2	1	14.3	21	41.2	107	54.0	12	60.0	73	36.5	13	48.1	6	46.2	276	34.5
ENGINEERING	32	11.3	0	0.0	5	9.8	0	0.0	4	20.0	0	0.0	0	0.0	0	0.0	41	5.1
FINE ARTS	1	0.4	1	14.3	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	.4
FOREIGN LANG	5	1.8	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	.6
HEALTH PROF	26	9.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	26	3.3
LAW	22	7.8	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	24	3.0
LETTERS	11	3.9	1	14.3	2	3.9	19	9.6	0	0.0	7	3.5	0	0.0	0	0.0	40	5.0
MATHEMATICS	3	1.1	0	0.0	0	2.0	0	0.0	0	0.0	6	3.0	0	0.0	0	0.0	10	1.3
PHYSICAL SCI	13	4.6	0	0.0	4	7.8	3	1.5	0	0.0	3	1.5	0	0.0	0	0.0	23	2.9
PSYCHOLOGY	9	3.2	0	0.0	0	0.0	2	1.0	2	10.0	27	13.5	0	0.0	0	0.0	40	5.0
PUBLIC AFFAIRS	0	0.0	0	0.0	0	0.0	13	6.6	0	0.0	0	0.0	0	0.0	0	0.0	13	1.6
SOCIAL SCI	47	16.6	0	0.0	13	25.5	26	13.1	0	0.0	33	16.5	0	0.0	0	0.0	119	14.9
UNCLASS	0	0.0	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	.2
TOTAL	283		7		51		198		20		200		27		13		799	100.0

There may be some bias in these data even when taken as a sample. Obviously, reporting by the universities should be more complete in order to enhance the usefulness of these data. Perhaps the best use of these data, if not the only valid use, is for demonstrating the weakness in the data system.

Table B-3 shows post-baccalaureate transfer students' community colleges of origin and senior institutions.

Of the 799 post-baccalaureate students in the SUS, 20.5% attended Miami-Dade Community College. Pensacola Junior College was attended by 14.3% and Broward Community College by 10.9%. Eight community colleges were listed as each providing less than 1% of the post-baccalaureate students.

UF had post-baccalaureate students representing 25 of the 27 community colleges. In contrast, FIU and UNF each had post-baccalaureate students from only 3 community colleges.

Table B-4 indicates the number and percentage of post-baccalaureate students of community college origin enrolled in each major for each of the universities. It can be observed that UF had the largest percentage of such students in Social Science, Education, and Engineering in that order. The rest of the students at UF enrolled in a very broad spectrum of programs. Education received the majority of post-baccalaureate students at USF, FAU, FTU, and UWF. At FIU and UNF, the post-baccalaureate students were fairly evenly divided between Business and Education. While UF had the widest distribution of post-baccalaureate students, USF, FAU, and UWF had students in 8 or 9 majors each.

In summary, post-baccalaureate students of community college origin were found to have enrolled in a wide variety of programs.

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